

Planning and Governance Manual 2016-2021

Approved by Consultation Council 11/1/2016



Our Vision:

Saddleback College will be the first choice of students who seek a dynamic, innovative, and student-centered, postsecondary education.

Our Mission:

Saddleback College enriches its students and the south Orange County community by providing a comprehensive array of high-quality courses and programs that foster student learning and success in the attainment of academic degrees and career technical certificates, transfer to four-year institutions, improvement of basic skills, and lifelong learning.

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REVISIONS AND APPROVALS

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INTRODUCTION

Overview of Purpose

The purpose of this manual is to provide an overview of the college's planning and decision-making processes. This document defines the roles and responsibilities of employees collaborating in efforts within participatory governance, the types of teams engaging in the planning and governance processes, and the college's planning processes.

College Vision

Saddleback College will be the first choice of students who seek a dynamic, innovative, and student- centered postsecondary education.

College Mission

Saddleback College enriches its students and the south Orange County community by providing a comprehensive array of high-quality courses and programs that foster student learning and success in the attainment of academic degrees and career technical certificates, transfer to four-year institutions, improvement of basic skills, and lifelong learning.

College Values

Commitment

We commit to fulfilling our mission to serve the south Orange County community.

Excellence

We dedicate ourselves to excellence in academics, student support, and community service.

Collegiality

We foster a climate of integrity, honesty, and respect.

Success

We place our highest priority on student learning and delivering comprehensive support for student success.

Partnership

We strive to develop strong and lasting partnerships among students, faculty, staff, and the community.

Innovation

We anticipate and welcome change by encouraging innovation and creativity.

Academic Freedom

We endorse academic freedom and the open exchange of ideas.

Sustainability

We promote environmental sustainability and use our resources responsibly to reduce our ecological impact.

Inclusiveness

We cultivate equity and diversity by embracing all cultures, ideas, and perspectives.

Global Awareness

We recognize the importance of global awareness and prepare our students to live and work in an increasingly interconnected world.

Decision-Making Philosophy: Statement of Mutual Respect and Collegial Behavior

We, the students, faculty, staff, and management at Saddleback College, are instrumental in providing an environment in which students can successfully achieve their educational goals, and in which employees can maximize their performance. Saddleback College embraces the core values of commitment, excellence, collegiality, success, partnership, innovation, academic freedom, sustainability, inclusiveness, and global awareness. Saddleback College defines the ethical person as one who is consistently fair, honest, straightforward, trustworthy, objective, and unprejudiced. At Saddleback College, the ethical person models civility and concern for others, and is conspicuously unflinching in the exercise of integrity to sustain the credibility that is the expectation of public servants and scholars.

In enacting the college's core values, members of the Saddleback College community shall treat others with civility and respect, recognizing that disagreement and informed debate are pervasive in an academic setting. They shall not seek to abridge for any purpose the freedoms of employees, students, or the public, nor support retaliatory behavior for any reason.

The following statements are intended as principles for ethical behavior at Saddleback College:

- Provide and protect access to the educational resources of Saddleback College.
- Act as stewards of the campus, protecting and providing for its environmental sustainability and beauty through conscientious conduct.
- Protect human dignity and freedom of expression in the academic and working environment, and assure that all are respected as individuals.
- Facilitate a climate of collegiality, independent decision-making, and the right to dissent.
- Encourage open dialogue and positive contributions to Saddleback College by inviting all constituencies to participate in the governance process.
- Use care and integrity in managing confidential information, fulfilling commitments, and sharing credit for accomplishments.
- Provide accurate, objective, and clear information so that decisions are made that are in the best interests of students, employees, Saddleback College, and the public.
- Foster openness and courtesy by encouraging and maintaining communication consistent with Saddleback College's organizational and administrative protocols.
- Abide by established college and district policies and procedures and act within applicable laws, codes, and regulations.

While these ethical principles apply to all members of the academic community, this document is not meant to be a comprehensive list of the ethical responsibilities of each member. Recognizing the different roles of members and the different levels of authority that come with them, we thus affirm that:

- Students are expected to abide by the Student Code of Conduct as printed in the student handbook, and the Associated Student Government Code of Ethics.

- Faculty members are expected to abide by the Academic Senate's Faculty Code of Ethics and Professional Standards.
- Classified staff members are expected to abide by the CSEA Code of Ethics and Classified Senate Code of Ethics.
- Administrators and Managers are expected to abide by the South Orange County Community College District Administrator and Manager Statement of Ethics.

Interpersonal Conflict Resolution Recommendations

As with any work environment, employees at Saddleback College may experience interpersonal conflicts that need to be addressed. In an effort to address these conflicts before they worsen, staff, faculty, and management are encouraged to resolve conflicts early, in a transparent manner, and at the "lowest levels" possible. While employees always have the option to meet with their bargaining units, senates, or anyone on campus, they are encouraged to follow these recommendations to facilitate satisfactory resolution of interpersonal conflicts. For matters involving unlawful discrimination, harassment, or other possible violations of Title IX or board policies, individuals are required to seek assistance from Human Resources or the campus Title IX Coordinator. For matters concerning the contract, EERA, or Education Code, employees should reach out to their bargaining units first.

Resolution Protocols

All employees, including staff, faculty, and management should follow the "chain of command" in resolving interpersonal conflicts.

Step One: When an interpersonal conflict involving peers or supervisors occurs, the employees should first communicate peer-to-peer or employee-to-supervisor in an effort to resolve that conflict.

Step Two: When an interpersonal conflict cannot be directly resolved, the employees should reach out to their direct supervisors for guidance.

Step Three: When an interpersonal conflict cannot be resolved between peers and/or the direct supervisors, the employees should seek a meeting with the supervisors' supervisors, but demonstrate open and transparent communication by also inviting each employee's supervisor to the meetings.

Step Four: When an interpersonal conflict cannot be resolved by peers, direct supervisors or the supervisors' supervisors, the employees can reach out to their bargaining units (CSEA, Faculty Association, or Police Officers Association) or Human Resources for guidance, if appropriate. For "10 + 1" issues, employees should reach out to the Academic Senate.

Step Five: When an interpersonal conflict cannot be resolved between peers, direct supervisors, or the supervisors' supervisors, the employees can seek a meeting with one of the vice presidents, but should demonstrate open and transparent communication by also inviting each employee's supervisor to the meeting.

Step Six: When an interpersonal conflict cannot be resolved between peers, direct supervisors, supervisors' supervisors, or the vice presidents, the employees can seek a meeting with the president, but should demonstrate open and transparent communication by also inviting each employee's supervisor and vice president to the meeting.

Training and Information

All employees should review the college's *Interpersonal Conflict Resolution Recommendations* and *Statement of Mutual Respect and Collegial Behavior* at least on an annual basis. In addition, employees should review Board Policy 180, *Respectful Interactions and Collaboration*:

The South Orange County Community College District board of trustees, chancellor, presidents, administrators and managers, faculty, students, and staff, shall foster a district-wide culture of mutually respectful interactions, cooperation, and a climate of civility. It is recognized that disagreement and informed debate may occur in an academic setting. This Policy does not seek to abridge for any purpose the freedoms of employees, students, or the public, nor support retaliatory behavior for any reason.

All employees should also participate in college and district professional development and training on topics including interpersonal conflict resolution, abusive conduct, effective communication, and pertinent state and federal legislation, board policies, and administrative regulations.

Roles and Responsibilities

Participatory Governance

Representatives of the California Community College Trustees, Chief Executive Officers of the California Community Colleges, and the Academic Senate of the California Community Colleges recommended curtailing the use of the term “shared governance” in favor of the more precise terms defined by Education Code §70902 (b)(7), which requires the Board of Governors to enact regulations to “ensure faculty, staff, and students . . . the right to participate effectively in district and college governance.” Education Code §70902 (b)(7) further specifies “the right of Academic Senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.”

The Board of Governors adopted Title 5, California Code of Regulations, which defines the right of the Academic Senate, the Classified Senate, and the Associated Student Government (ASG) to participate effectively in District and College governance.

Title 5 procedures specify different levels of involvement for each body:

- The Academic Senate represents faculty;
- The California School Employees Association (CSEA) is the exclusive representative of classified employees for matters related to collective bargaining;
- The Classified Senate represents classified staff; and
- ASG represents students.

The meetings of the Academic Senate and ASG are open meetings pursuant to Government Code §54950 et. seq. The meetings of the Classified Senate are also open meetings.

The Governing Board

Saddleback College and the South Orange County Community College District constituent groups derive their roles and responsibilities through Government Code, California Education Code (E.C.), the California Code of Regulations (CCR) Title 5, board policy and accompanying administrative regulations.

Board of Trustees

The board of trustees governs on behalf of the citizens of the South Orange County Community College District in accordance with the authority granted and duties defined in Education Code Section 70902. Per SOCCCD Board Policy 112, the board’s commitment is to:

- Establish the mission of the district
- Assure the development and implementation of short- and long-term educational and facilities plans
- Assure fiscal health and stability
- Monitor institutional effectiveness and educational quality
- Delegate power and authority to the chancellor/chief executive officer to lead the district effectively
- Work respectfully with the chancellor and the district/college faculty and staff
- Refer suggestions and concerns to the chancellor
- Work respectfully with other board members

- Hire and evaluate the chancellor
- Advocate for and protect the district
- Establish policies that implement the district mission and goals, and set prudent, ethical and legal standards for college operations
- Represent the public interest

Chancellor

California Education Code Section 70902(d) and Board Policy 2100 (Delegation of Authority to the Chancellor – revised 10-24-11) defines the board’s delegation of authority to the chancellor. The board of trustees shall employ a qualified person as chancellor and chief administrative officer of the district. The chancellor has full authority and responsibility for the proper conduct of the business and educational programs of the district.

The board of trustees specifically authorizes the chancellor to perform the following functions:

- To hire academic and classified employees for the district, subject to ratification by the board.
- To authorize and direct employees of the district to incur travel expenses, including but not limited to mileage, to conduct district business, including conference travel, within the limits and budget requirements.
- To sign applications for funds and contracts (under \$100,000) for the district, subject to ratification by the board. In emergency situations, the chancellor may sign contracts over \$100,000, subject to ratification. The board hereby delegates to the chancellor or his or her designee the authority to accept employee resignations on its behalf at any time. Resignations shall be deemed accepted by the board when accepted in writing by the chancellor or his or her designee. If the resignation does not specify an effective date, the chancellor or his or her designee shall fix an effective date for the resignation which shall be within 60 days. When accepted by the chancellor or his or her designee, the resignation is final and may not be rescinded. All such resignations shall be forwarded to the board for ratification at the next regular meeting.
- To establish and maintain the district’s purchasing procedure.

Board Policy 2001 (Administrative Organization) further provides for the following:

- The board of trustees affirms its legal responsibility to adopt policies governing the district and its colleges. In so doing, it directs the chancellor to implement those policies within an approved organizational structure (Calif. Ed. Code, Section 70902).
- For the district and the colleges to be governed and administered in an effective manner, it is necessary that lines of communication be established within the organization so they allow for the orderly transaction of business.
- The chancellor is authorized and responsible for organizing all district standing and ad hoc committees to assist in the operation of the district. Each college president is authorized and responsible for organizing college committees as needed to assist in college operations.
- To support the board of trustees’ stated philosophy concerning internal administration, it is the policy of the board or trustees that all matters called to

its attention by district personnel or by students shall be presented through the chancellor. Conversely, the board shall direct appropriate matters through the chancellor.

College President

As stated in Board Policy 2101 regarding delegation of authority to the college president, the president is “the Chief Executive Officer of the college . . . The President is responsible for implementing the colleges’ strategic plan and district policies. The President’s administrative organization shall be the established authority on campus and the College President is the final authority at the college level.”

According to the SOCCCD job description, the college president is the chief executive officer of the college, with leadership and management responsibility for the effective operation of the college, including the educational programs, student support services, personnel, annual budgets, facilities, community and external relations, planning, evaluation, and special projects related to the mission of the college.

Supervision Received and Exercises

- Reports and is directly responsible to the district Chancellor.
- Exercises supervision over the administration, faculty, and classified staff of the college.

Examples of Duties and Responsibilities

- Discharges responsibilities in accordance with the policies, procedures, and approved plans of the district and the Board of Trustees, as well as state and national requirements.
- Provides leadership for the educational programs of the college, ensuring the effective operation of curriculum development, program review and academic planning processes, and instructional support services.
- Provides leadership for student support services necessary to ensure student access to college programs and services, student success in educational programs, and student development.
- Directs all aspects of college personnel management, including the selection of a qualified and diverse faculty and staff, effective evaluation processes, teaching and work assignments, professional development activities, contract administration, and disciplinary actions when necessary.
- Directs the development and management of annual college budgets, in accordance with accepted governance and accountability standards.
- Provides leadership to ensure that campus facilities are well planned and well maintained.
- Maintains an effective administrative organization and delegates appropriate responsibilities to the college administrative staff.
- Provides leadership for the development of the college’s long-range plans, annual goals, and short-term objectives.
- Is responsible for the safety and well-being of college staff and students.
- Implements a college governance program which is participative, accountable, and effective.

- Promotes effective communication within the college, with the district, and with the Board of Trustees.
- Represents the college to the community, schools, four-year colleges and universities, state and national agencies, professional organizations and other public entities.
- Assists the College Foundation in its efforts to develop resources for the college.
- Attends meetings of the district and Board of Trustees.
- Performs additional duties as assigned by the Chancellor and the Board of Trustees.

College Constituent Groups

Management Team

Consisting of college administrators and managers, the Management Team is led by the college president and provides an opportunity to discuss issues pertinent to college managers and administrators, such as accreditation, strategic planning, budget, policies, and governance. The scope of administrators and managers in making decisions is determined by the scope of responsibility and authority delegated to them in job descriptions for administrator and manager positions (SOCCCD District-wide Planning and Decision-Making Manual 2016-2021). The Management Team has discussion with and makes recommendations to the president. This management staff meeting is open by invitation only and does not post agendas and minutes.

Academic Senate

Pursuant to Title 5 of the Administrative Code of California, Section 53200, the Academic Senate is a faculty organization whose primary function is to make recommendations with respect to academic and professional matters as it relates, in particular, to the following areas:

1. Curriculum, including establishing prerequisites and places courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards or policies regarding student preparation and success;
6. District and college governance structures, as related to faculty roles;
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports;
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development;
11. Other academic and professional matters as mutually agreed upon.

According to Education Code, the Academic Senate is also responsible for jointly developing with the District policies and procedures related to faculty hiring (section 87360B) and administrative retreat rights (section 87458A).

The Saddleback College Academic Senate is a representative body, with each instructional area receiving a senator for every ten full-time faculty members or portion thereof, to a maximum of four. Members of Academic Senate are represented on the college's strategic planning committees and consultation council. Academic Senate has a right to participate effectively in decision-making and planning-related efforts toward academic and professional matters (Title 5, California Code of Regulations, Section 53203).

California School Employees Association (CSEA)

The California School Employees Association is the exclusive union representing classified school employees in the South Orange County Community College District. All permanent classified employees are members represented by CSEA. Because Classified Senates do not exist at every community college in California, CSEA is entitled by regulation to provide representation on any college or district task force, committee,

or other governance group where there is only one appointment to represent classified employees. If there are two classified representatives, the Classified Senate provides the second (Board Policy 4056; Title 5, section 51023.5, California Education Code Section 70901.2(a) and 70902; Government Code Sections 3540 et. seq., 2543.2).

Only CSEA may represent members on matters related to mandatory subjects of bargaining, as these are outside of the scope of participatory governance. Specifically, mandatory subjects of bargaining, include wages, hours, and other terms and conditions of employment.

At Saddleback College and SOCCCD, CSEA appoints classified representatives to all participatory governance committees. The CSEA appoints representatives to serve as a member of college's Consultation Council and other governance committees.

Classified Senate

The Classified Senate represents the classified employees of Saddleback College with regard to governance and decision-making on matters that are not related to collective bargaining and contract negotiations (BP-4056).

The purpose of Classified Senate is to support the professionalism of all classified professionals; to encourage individual leadership, contribution, and development among the members of the Classified Senate; to provide informed member representatives to serve on the college and district decision-making committees; to provide a centralized method of communication among classified professionals, and between classified professionals, and other college and district constituencies; and to represent the collective interests of classified professionals in all matters before any appropriate policy-making committee that are not the mandatory subjects of collective bargaining (Classified Senate By-Laws).

Each administrative unit service area shall select one senator per every ten permanent classified professionals. Senators shall attend and actively participate in all General Classified Senate meetings. Senators shall be the communication link between the Classified Senate and their representational area (Classified Senate By-Laws).

The Classified Senate Executive Board consists of elected Senators who are responsible for the management and planning of Classified Senate meetings, activities, and organization of the group. Members of Classified Senate have seats on all college and district governance committees and are represented on the college's strategic planning and consultation council committees (Board Policy 4056, Title 5 Section 51023.5, and California Education Code Section 70902).

Associated Student Government

The Associated Student Government (ASG) plans, organizes, promotes, sponsors and finances a comprehensive program of activities and services for all Saddleback College students. ASG, along with numerous campus clubs, participate in the planning and execution of special events such as: Blood Drives, Club Fairs, Homecoming, Earth Day, Multicultural Day, Campus-Wide BBQs and many more. ASG Members are also actively involved in various campus committees such as the Budget Committee, Food & Beverage Committee, and President's Council, to name a few.

ASG appointed members serve on governance committees such as Consultation Council so that students' voices can be represented through the planning process. Board policy 5627 (Student Participation and Governance) and Title 5, define students' right to participate in community college governance.

Committee Roles and Structure

The college participates in decision-making through councils, committees, and work groups that provide opportunities for representation from all constituent groups in order to create a structure for widespread engagement. District-wide administration, district services and college constituent groups additionally participate in district-wide decision making through a representative model. College administrators are included on all district-level councils. Representatives of the Academic Senates, classified staff, and representatives of the exclusive bargaining representatives are included on appropriate college councils. In addition, the college has a number of opportunities for participation through committees and work groups. Unless otherwise noted, the term committee is used throughout this document to include all councils, committees and work groups below.

Committee Member Roles

Chair

The chair of each college committee has responsibility for setting agendas that conform to each committee's purpose (charge); to manage the meetings; to work with the recorder in posting agendas, minutes, and handouts on the college website and/or the committee SharePoint site; to clearly identify committee recommendations/decisions and action items for the committee; to work in the spirit of collegiality through consensus; and ensure that the decision-making process is clear and transparent. The chair forwards the actions and recommendations/decision of the committee to the appropriate person or committee. When the committee cannot come to consensus, it is the chair's responsibility to follow the process identified in the committee charge to resolve the issue.

Members

Committee members will be active participants who represent their constituencies, vote on their behalf, and communicate committee activities to their constituent groups. Each committee member is expected to be an active communicator on behalf of the committee. Each committee member has a responsibility to communicate committee information and decisions to their constituency group through appropriate methods, both formally and informally, so that activities are clear, transparent and widely known.

Recorder

The recorder assists the chair to set agendas that conform to the committee's purpose and charge; to work with the chair in posting agendas, minutes, and handouts on the college's SharePoint site; to clearly identify committee recommendations/decisions and action items in the minutes; and to post all appropriate items on the committee's website or SharePoint site.

Committee Structures

Council

A council is composed of administrators and/or executive representatives of faculty, classified staff, or student organizations. A council often directs the work of and receives recommendations from other committees and/or task forces. A council meets regularly and its charge is broad in scope. Council documents, minutes, agendas and calendars are posted and available on a college website or SharePoint.

Committee

A committee is composed of a variety of individuals representing district constituent groups and has a charge that has been approved by the college president. A committee's scope of work is narrower than that of a council. A committee reports its recommendations to senior administrators or to a council. A committee is long-term in nature and meets on a regular basis. Committee documents, minutes, agendas and calendars are posted and available on the college website or on SharePoint (college intranet, accessible only to employees to the district).

Work Group

A work group is composed of a variety of individuals such as administrators, managers, students, faculty members and staff representatives. This group is created to address a specific college project and meets until its charge has been completed. A work group is usually short-term in nature and the group becomes inactive upon conclusion of the work.

The college has adopted the committee one-sheet to review new committee proposals. See appendix H for detail.

Establishing a New College Council, Committee or Work Group

Any member of the college may request a new college council, committee or work group through Planning and Budget Steering Committee (PBSC) and can request recommendation for the through the college's Consultation Council. The same process occurs for modifications to existing committees, such as changes in scope.

The request should include the following:

- Concise description of the subject to be addressed
- Proposed purpose/charge
- Proposed composition
- Meeting frequency

The college has adopted the committee one-sheet to review new committee proposals. See appendix H for detail.

Please note, Academic Senate standing committees shall be established by the Academic Senate.

Annual Review of an Existing Council, Committee or Work Group

A college review process of committees occurs annually through data gathering of details and facts about existing committees, councils and work groups. In turn, data is collected during the college's fall professional development week to better form key constituent groups about committee participation using an electronically based committee interest form. During the review process of gathering data on committee interests, the college also conducts a review of existing committees, and begins a dialogue to determine whether or not the committee has been phased out through collecting various sources of data (e.g., meeting minutes, agendas, participation frequency). In addition, inquiries for new committees are also compiled and discussed at the college's Planning and Budget Steering Committee if these committees do not exist on the college's Committee Interest Form (see Appendix I. The college's Consultation Council (CC) makes a final decision for a new or existing council, committee or workgroup.

Modifying an Existing Council, Committee or Work Group

Each entity is responsible for annually reviewing its charge and performance and recommending modifications. The existing entity and/or members and constituencies review recommendations for modifications, such as changes in the committee charge or composition.

Please note, modifications to an existing Academic Senate standing committee or Work Group shall be established by the Academic Senate.

Communication Guidelines

Decisions and action items are clearly delineated in meeting minutes, using standardized templates and guidelines. The committee chair is responsible for posting all meeting agendas, minutes, handouts and related documents on a defined SharePoint site so that a clear chronology of decisions is available to all employees. Communication guidelines and templates are posted on the website or on SharePoint.

DISTRICT-WIDE PLANNING PROCESS

District-wide Integrated Planning

Prior to spring 2013, each college in the South Orange County Community College District developed unique and independent strategic plans. In response to the 2010 recommendations from ACCJC, SOCCCD was required to create a district-wide strategic plan. The result was three plans across the district that were not aligned, nor were they integrated.

During the spring of 2013, as the current set of strategic plans were set to begin their final year of implementation, the colleges and the District-wide Planning Council (DWPC) members mutually agreed to align and integrate strategic planning efforts. The alignment was undertaken to promote increased institutional effectiveness across the District and promote efficiency with respect to planning and assessment efforts.

Alignment and integration of the plans has streamlined the planning process and improved collaboration across the district. It has also facilitated a commitment to working toward a set of common goals and objectives and measuring progress and improvement using a common set of indicators. In addition, expectations for measuring progress and reporting on plan achievements are now clear and uniform across the district; thus promoting increased district-wide effectiveness.

In May 2016 the DWPC created the District-Wide Integrated Planning Committee to not only ensure that strategic planning processes continue to move toward common goals, but also adopt a new focus of prioritizing planning elements, including the integration of educational, technological and facilities planning.

District-wide Strategic and Integrated Planning Framework

There are four cornerstones of the integrated strategic planning effort district-wide: common planning cycles; a coordinated terminology, goals, objectives, and key performance indicators; flexibility; and collective and collaborative dialogue. Saddleback College has adopted the district-wide planning framework presented below and has integrated and aligned its college planning and decision-making processes with the collective effort of the district.

Coordinated Planning Cycles

Strategic planning within the district and at Saddleback College is considered short-term planning and is on a six-year cycle. During the planning cycle, annual reviews of progress are completed. During the annual review, objectives and action steps are evaluated and recalibration occurs if appropriate. Progress toward targets on key performance indicators is also monitored.

A mid-term review of plan achievements is completed every three years; as are external and internal scans. The external scan is conducted to identify changes in district demographics, project enrollment, analyze industry need, and align career technical programs with labor market trends. Data from the external scan is also used, in part, to assess the alignment of the college mission with the population served.

Common Core – Terminology, Goals, Objectives, and Key Performance Indicators

There are four components to the common core: goals, objectives, key performance indicators, and terminology. District-wide, each planning cycle contains a set of mutually agreed upon goals, objectives, and key performance indicators that are standardized across institutions within the district. Each institution within the district commits to making progress on the common set of district-wide goals and objectives. Further, there common planning terminology to facilitate plan integration and monitoring of progress toward goals and objectives.

Flexibility

Although institutions across the district agree to work toward the common, minimum set of goals and objectives, each institution retains the flexibility to create a unique, comprehensive plan through the development of localized action steps and the option to add goals and objectives specific to its context.

Collective and Collaborative Dialogue

Most importantly, the district-wide strategic planning framework requires collective and collaborative dialogue across all institutions within the district. The district-wide strategic plan is the product of the collective work and feedback of each institution within the district working through respective local governance and decision-making processes and ultimately through the district-wide planning and decision-making structure articulated in the [District-wide Planning and Decision-making Manual](#). The process of developing a set of common goals and objectives is designed to be inclusive; it contains multiple opportunities for stakeholders at each institution and across the district to review and provide feedback before goals and objectives are finalized into the common set.

District-wide Planning Bodies

District-wide Planning Council

The purpose of the District-wide Planning Council is to coordinate all district-wide planning. The council addresses district-wide planning, reviews progress on current plans, and updates plans as appropriate. The council makes recommendations to the Chancellor.

District-wide Integrated Planning Committee

The District-wide Integrated Planning Committee was established following the annual district-wide strategic planning retreat in May of 2016 and charged with studying, reviewing, discussing, and coordinating the components of the District-wide Strategic Plan and other related district-wide plans and documents including timelines, “SMART” guidelines, key performance indicators, reporting, and the District-wide Planning and Decision Making Manual. The committee will make recommendations to the District-wide Planning Council on issues related to the implementation, assessment,

evaluation, and prioritization of essential planning elements which include the integration of educational, technological and facilities planning.

Saddleback College recognizes that planning is critical for monitoring progress toward its college-wide goals. The planning process highlights areas of opportunity and builds in necessary decision-making and recommendation processes through a participatory governance structure. Periodic evaluation and review of process, structure and outcomes is an essential part of continuous improvement at the college, as illustrated by the frequencies of various planning cycles. Both the process and the resulting plans are critically evaluated on an ongoing basis to ensure that the needs of the college and its constituent groups are being met. The college uses a bottom-up approach to planning, which begins and ends with all instructional programs, student support and administrative service units as well as input from all campus constituent groups. This approach also includes synergy between administrative units and academic programs to ensure that the college's resource allocation process is aligned with strategic initiatives. Furthermore, planning activities are integrated with the SOCCCD such that coordinated planning cycles and terminology are used.

Integrated Planning Timeline

The following page illustrates the college's integrated planning timeline, which highlights the planning cycle that drives both district-wide and college planning. For more information, refer to the college's Integrated Planning Process document. As stated in the college's integrated planning document, integrated planning at the college includes four cornerstones: 1) coordinated planning cycles; 2) common core of terminology; 3) flexibility; and 4) collaborative dialogue.

Integrated Planning Timeline

District-wide Planning and Resource Allocation Development Timelines

Evaluation/Task/Name	Action	Cycle	2015/16			2016/17			2017/18			2018/19			2019/20		
			Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum
Education and Facilities Master Plan: (2011-2031)	Recreate	6 YR															
District-wide Strategic Plan (2014-2020)	Mid-Cycle Eval.	3 YR															
District-wide Strategic Plan (2014-2020) Progress Report	Review	1 YR			*						*			*			*
District-wide Strategic Plan (2014-2020)	Recreate	6 YR										*	*	*	*	*	*
District-wide Planning and Decision Making Manual	Recreate	3 YR	*										*	*	*	*	*
District-wide Planning and Decision Making Manual	Update	1 YR			*						*			*			*
District-wide Function Map	Update	3 YR	*		*												
5 YR Construction Plan	Update	1 YR			*						*			*			*
20 YR Facilities, Renovation, Scheduled Maintenance Plan	Update	1 YR			*			*		*			*			*	
Tentative Budget Development	Create	1 YR			*			*		*			*			*	
Tentative Budget Approval	Update	1 YR			*			*		*			*			*	
Final Budget Approval	Update	1 YR	*					*		*			*			*	
District-wide Integrated Budget Planning Resource Guide	Update	1 YR	*		*			*		*			*		*	*	*
District-wide Technology Plan	Recreate	6 YR										*	*	*	*	*	*
Review District-wide Technology Plan	Review	1 YR			*			*		*		*	*	*	*	*	*

Saddleback College Planning and Resource Allocation Development Timelines

Evaluation/Task/Name	Action	Cycle	2015/16			2016/17			2017/18			2018/19			2019/20		
			Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum
Resource Allocation Requests Due (December 31st)	Submit	1 YR	*						*			*			*		
Departmental Prioritization of Resource Allocation Requests Due (January 31st)	Prioritize	1 YR		*			*			*		*	*			*	
Division Prioritization of Resource Allocation Requests (February 28th)	Prioritize	1 YR		*			*			*		*	*			*	
Branch Prioritization of Resource Allocation Requests (March 21st)	Prioritize	1 YR		*			*			*		*	*			*	
Each Branch Submits List of Resource Allocation Requests to CRC (April 1st)	Submit	1 YR		*			*			*		*	*			*	
CRC Prioritization of Resource Allocation Requests (April 15th)	Prioritize	1 YR		*			*			*		*	*			*	
PBSC Reviews CRC Resource Allocation Process (May 15th)	Review	1 YR		*			*			*		*	*			*	
Consultation Council Recommends Allocation Requests to President (May 31st)	Recommend	1 YR		*			*			*		*	*			*	
Administrative Services Allocates to Approved Resource Requests (Year-Round)	Allocate	1 YR	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
PBSC Facilitates Review of College Mission	Review	1 YR	*				*			*		*	*			*	
Consultation Council Shares the College Mission with the Board of Trustees	Review	1 YR		*			*			*		*	*			*	
Evaluation and Continuation of Action Steps for Current College Strategic Plan	Evaluate	1 YR		*			*			*		*	*			*	
Mid-year Report on the College Strategic Plan Due to VPI	Recreate	1 YR		*	*		*	*		*	*	*	*	*	*	*	*
Annual Report on the College Strategic Plan Due to District Board of Trustees	Recreate	1 YR		*	*		*	*		*	*	*	*	*	*	*	*

Integrated Planning Timeline

District-wide Integrated Planning Model

Saddleback College's strategic integrated planning process is a comprehensive and collaborative tool for enabling the college to continuously improve, effectively achieve its mission, and move towards its desired vision of the future. At Saddleback College, comprehensive planning efforts are integrated with district planning, improve the efficiency and effectiveness of the college, and facilitate better-informed decisions about the allocation of college resources.

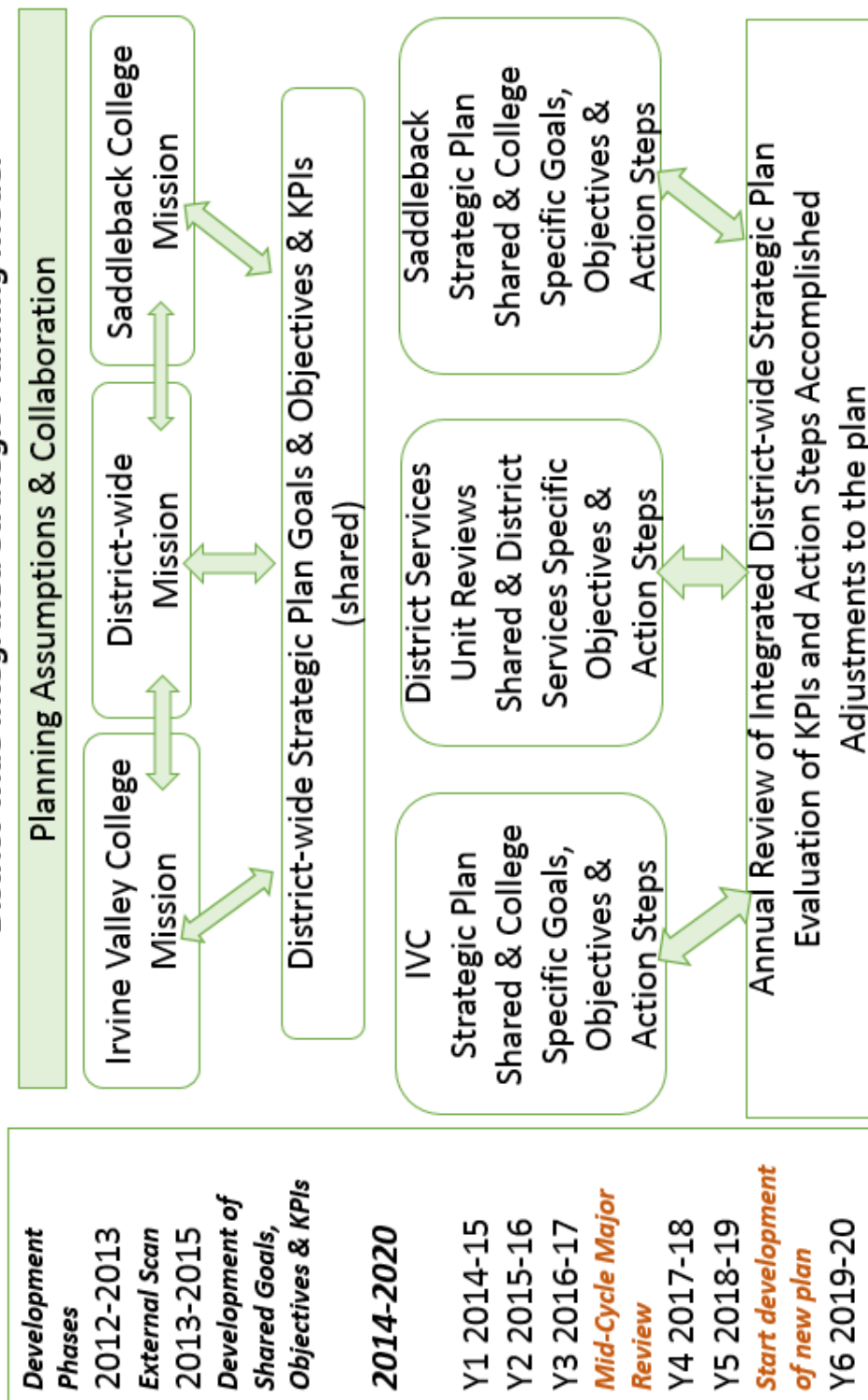
Saddleback College uses an approach to strategic planning which integrates a common set of district-wide goals and objectives with the needs of college instructional programs, student support units, and administrative service units, and input from all campus constituent groups.

Utilizing information from external and internal scans and other planning documents, decisions are made about the goals of the college, and the measurable objectives and action steps needed to achieve the desired outcomes. This process builds in planning assumptions derived from campus-wide dialogue and is made explicit.

The depiction on the next page highlights the ways in which the college participates in integrated planning as part of the SOCCCD.

Once the district-wide strategic plan is finalized, budgeting and other source allocations are informed by the Strategic Plan. Next, the college's strategic plan is guided informed by budget and resources as well as the operational needs demonstrated in instructional programs, student support units and administrative units that are housed in Program Reviews (PRs) and Administrative Unit Reviews (AURs). The college's strategic plan provides a guide or framework from which decision-making takes place.

District-wide Integrated Strategic Planning Model



COLLEGE-WIDE PLANNING PROCESS

College Planning Bodies

Consultation Council

The Consultation Council serves as the college's main strategic planning and recommending body. The Consultation Council is composed of representatives from all college constituent groups. Members commit to serving on the Consultation Council for a two-year period. The council is highly engaged in the college's six-year strategic planning process in the following areas:

- Determines strategic directions for the college in the planning cycle
- Prioritizes strategic goals for strategic planning groups in the planning cycle
- Participates in the annual assessment of strategic planning process and related outcomes
- Recommends, approves and amends actions made from the Planning, Budget and Steering Committee (PBSC)
- Serves as final approving body for the college's resource allocation process and ensures that resource planning maximizes the efficient use of available funds

College Resource Committee

The primary purpose of the CRC is to prioritize college-wide resource requests in an equitable, fair and impartial manner. Members will make decisions that best serve the college as a whole. CRC recommendations are presented to the Planning and Budget Steering Committee and Consultation Council for review before being sent to the College President.

Educational Planning and Assessment Committee

The Educational Planning and Assessment Committee (EPA) oversees the college's efforts to engage in an ongoing quest for quality improvement and to document how well we fulfill our mission and goals by employing a comprehensive system of planning and outcomes assessment in all programs, student support units, and administrative service units on campus. The components of Educational Planning and Assessment (EPA) are program review/administrative unit review and student learning outcomes/administrative unit outcomes. EPA oversees the coordination of Student Learning Outcomes (SLOs), Administrative Unit Outcomes (AUOs), Program Review (PR), and Administrative Unit Review (AUR), and assists in the integration of these efforts with strategic planning and other decision-making processes at the college.

Planning and Budget Steering Committee

The Planning and Budget Committee (PBSC) represents the college's coordinating body for the strategic planning process, as well as the college budget process. This committee reports and makes recommendations to the Consultation Council. The following are key areas of involvement for this committee:

1. Providing updates on strategic planning documents
2. Providing updates on action-items for the strategic planning goals
3. Discussing the district-wide strategic plan vis-à-vis with the college strategic plan
4. Budget review and discussion

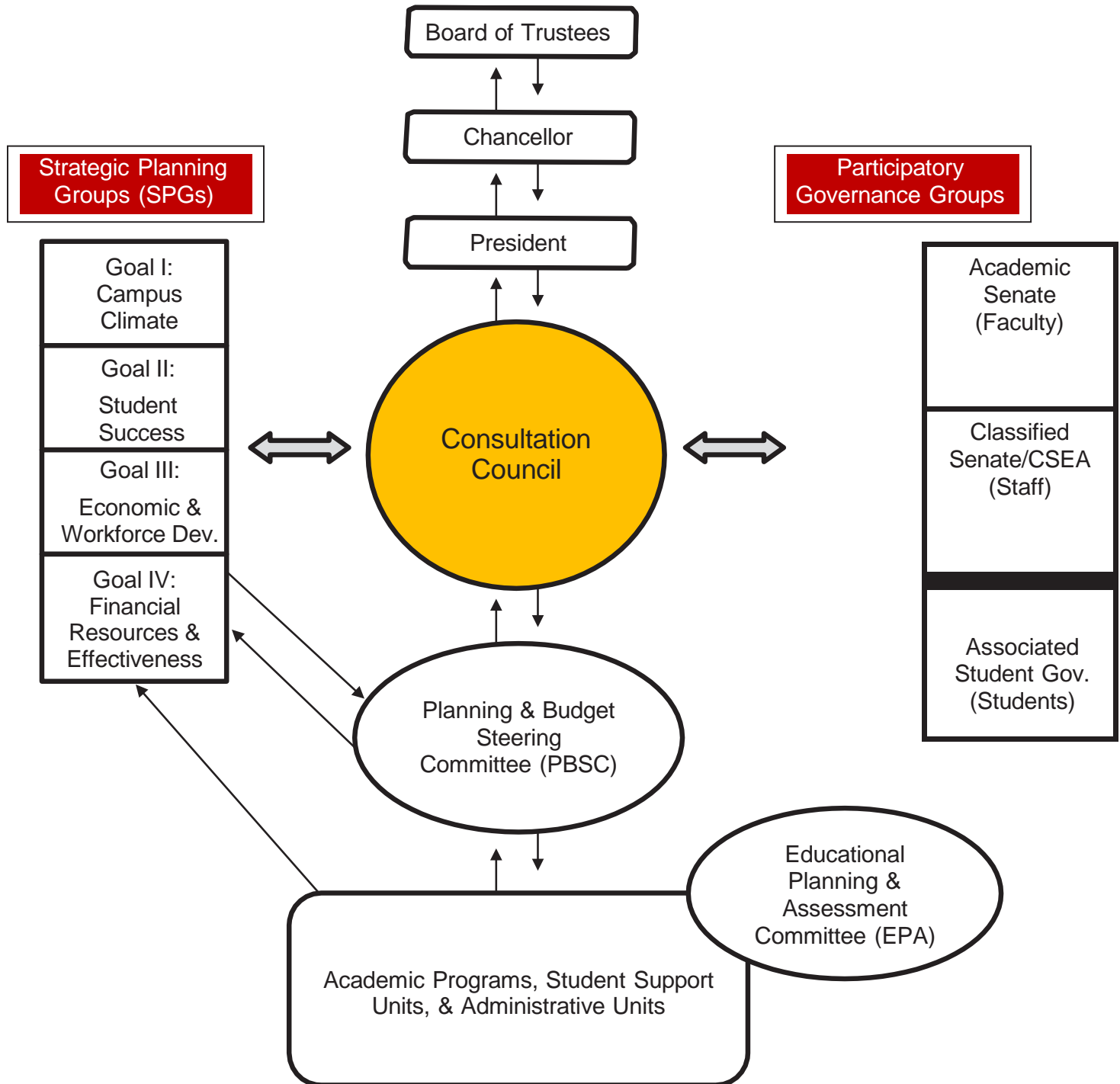
Strategic Planning Work Groups

The following Strategic Planning Groups (SPWGs) are responsible for developing recommended goals and strategies within their subject matter area in accordance with the process outlined in this document. Each group collaborates regularly to ensure that the strategic objectives, action items, assessments and status are continuously progressing in alignment with the college's strategic plan:

- Goal I – Campus Climate
- Goal II – Student Success
- Goal III—Economic and Workforce Development
- Goal IV—Financial Resources & Effectiveness

These groups are all standing task forces composed of representatives from all college constituent groups (see Appendix A for a description of the area of focus for each SPWG and its recommended composition).

Strategic Planning Organizational Chart



Development of the Saddleback College Strategic Plan

Steps in the Strategic Planning Process

The steps in the strategic planning process are listed below, followed by a detailed description of each step. A flow chart of the process can be found as Appendix E.

- I. Mission Statement, Vision Statement, and Values
- II. External Scan
- III. Internal Scan
- IV. Strategic Directions
- V. Development of Goals
- VI. Determination and Prioritization of Goals
- VII. Development of Objectives
- VIII. Determination and Prioritization of Objectives
- IX. College-Wide Discussion of Proposed Strategic Plan
- X. Approval of Strategic Plan
- XI. Implementation of the Strategic Plan
- XII. Annual Strategic Plan and Review
- XIII. Annual Assessment and Review

I. Mission Statement, Vision Statement, and Values

Yearly, the Consultation Council will review and revise, if necessary, the college's mission in accordance with Board Policy 101 to ensure that the mission is in alignment with the South Orange County Community College District's mission and with the functions of California community colleges as outlined in AB 1725.

Beginning in January each year, members of the Consultation Council solicits input from constituent groups. The Consultation Council considers all suggestions, and a final version of the mission statement will be recommended to the President in April and sent to the Board for approval in May. Every third year, in conjunction with the strategic planning process, the college reviews and revises both its values and vision, along with the mission, if necessary.

II. External Scan

Every three years, the District-wide Planning Council (DWPC) commission an external environmental scan that includes a current economic and demographic snapshot and a forecast for the next six years. The scan includes information such as:

- Historic college enrollments
- Regional high school enrollment and graduation rates
- Community demographics
- Participation rate
- Growth projections in enrollments
- Labor projections in the service area market
- Economic forecasts by industry

III. Internal Scan

Every three years, the Office of Planning, Research and Accreditation will produce an internal scan using data from surveys administered to all students (conducted every two years), and all faculty, staff, and managers (conducted every three years). The scan will consist of executive summaries of each survey produced by the research office.

IV. Strategic Objectives

Utilizing the internal and external scans as well as other planning documents, every three years the Consultation Council will conduct a SWOT (strengths, weaknesses, opportunities and threats) analysis using the form in Appendix C. Out of this analysis, the Council will develop 3-5 strategic objectives consistent with the college's mission, vision, and values. Strategic objectives are fundamental to the college in order to achieve its mission and move towards its desired future.

V. Development of Goals

The strategic planning groups will develop goals for their areas based on the strategic directions identified above. These groups will use the college's mission statement, vision statement, values, and the relevant planning documents listed previously in the development of these goals, which will serve to guide college decision making for the next six years.

VI. Determination and Prioritization of Goals

The Planning and Budget Steering Committee (PBSC) will review the recommended goals to ensure that they are correctly constructed (as SMART goals) and submitted. If there are questions or concerns, PBSC will work with the specific SPG to resolve. The goals submitted by all of the SPGs will then be forwarded to the Consultation Council. The Consultation Council will review and revise the goals, determine which ones will be retained, prioritize them, and then return them to the SPGs for further action.

VII. Development of Strategies

The strategic planning groups will also solicit feedback from as wide a representation of the college community as possible as they develop the goals. This can be accomplished by obtaining recommendations from other college committees (see Appendix B) and subject matter experts in relation to specific Strategic Directions.

Once developed, the goals should be listed on the attached Strategic Planning Goals and Strategies Form (Appendix D) and then forwarded to the PBSC for review.

VIII. Determination and Prioritization of Strategies

PBSC will review the recommended strategies to ensure that they are in alignment with the goals and correctly submitted. If there are questions or concerns, PBSC will work with the specific SPG to resolve. The strategies submitted by all of the SPGs will then be forwarded to the Consultation Council. The Consultation Council will review and revise the strategies, determine which ones will be retained, prioritize them, and then combine them into a proposed Strategic Plan.

IX. College-Wide Discussion of Proposed Strategic Plan

The proposed Strategic Plan will then be disseminated to all college constituent groups for feedback. A college-wide meeting will also be held for additional feedback. The Consultation Council will consider all of the feedback and revise accordingly.

X. Approval of Strategic Plan

Once the Strategic Plan is finalized and approved, it will be posted on the Saddleback College web site (<http://www.saddleback.edu/gov/sp>), along with a Summary Strategic Plan that includes only the Mission Statement, Vision, Values, Strategic Directions, and Goals. The Strategic Plan will also be distributed widely throughout the college and district.

XI. Implementation of the Strategic Plan

The implementation of the Strategic Plan will begin with budget decisions for the following academic year. Resource allocation decisions will be largely informed by the Strategic Plan, in conjunction with the needs of instructional programs and administrative units on campus as expressed in completed Program and Administrative Unit Reviews. For example, all funding requests and allocation recommendations must include a justification which demonstrates an alignment between the Strategic Plan and a specific Program or Administrative Unit Review (see Appendix F).

Once the funding requests are prioritized, PBSC is charged with ensuring and reviewing that the approved process was followed and recommending changes to the process and timelines. PBSC's process recommendations are submitted to Consultation Council, which makes the recommendation to the president.

XII. Development of Action Steps

The strategic planning groups will then develop specific action-oriented strategies for the attainment of each of the prioritized goals. Once again, these groups will utilize the college's mission statement, vision statement, values, and the relevant planning documents listed previously in the development of strategies, which will serve as recommendations for specific actions to be taken over the next three years.

The strategic planning groups will also solicit feedback from as wide a representation of the college community as possible as they develop the strategies. This can be accomplished by obtaining recommendations from other college committees (see Appendix B) and subject matter experts in relation to specific goals.

XIII. Annual Assessment and Review

On an annual basis, the PBSC will:

- Review the resource allocation and request process and make recommendations for based on principles and practices set forth in the Resource Allocation Process Model and that align with the Strategic Plan.
- Monitor progress on action steps to ensure success of the strategic planning process.

- Complete an Annual Review of the Strategic Plan in the spring of each year, and make suggestions to the CC for reprioritizing of goals and strategies.
- Review college-wide committee membership to determine institutionally effective ways to promote collaboration.

Each spring, the Consultation Council may reprioritize strategies based upon the Annual Review of the College Strategic Plan and as well as through an evaluation of the accomplishments during the year. The strategic directions and goals, however, will remain constant for the entire six-year period of the plan.

Planning Terminology

Mission Statement: A broad description of what we do, for whom we do it, and our distinctive competencies. It describes the current purpose or philosophy of the college and our commitment to student learning and success.

Vision Statement: Describes what we want the college to look like, in ideal terms, in the future: both the results we would like to achieve and the characteristics we will need to possess in order to achieve those results. The Vision Statement provides direction and inspiration for the Strategic Plan.

Values: Statements of core priorities in the College's culture that guide how we operate. They provide ways of choosing among competing priorities and guidelines.

Strategic Directions: A list of three to five statements that will determine the major directions or thrusts of planning for the next three years.

Goals: Statements of what the college hopes to achieve in the next three years in order to attain the agreed upon directions. Goals focus on outcomes or results, and are SMART (Specific, Measurable, Achievable, Realistic, and Timely).

Action Steps: Statements of approach and methods for attaining goals and resolving specific issues. While the Strategic Directions and Goals are set for the entire three year period of the plan, strategies are more fluid and may be altered and reprioritized during the implementation period of the plan.

Mission Statement → current/indefinite
 Vision Statement → ideal future
 Values → current/indefinite
 Directions → 6 years
 Goals → 6 years
 Action Steps → 1-6 years

Planning Documents and Databases

Below is a list of the planning documents and databases that will be utilized in the creation of each Strategic Plan. In turn, future versions of these documents may also be influenced by the Strategic Plan.

- Education and Facilities Master Plan
- District-wide Strategic Plan
- Environmental Scan
- Internal Scan (student and employee surveys)
- Program Reviews
- Administrative Unit Reviews (including Categorical Program Self Evaluations)
- Scorecard Report
- Institutional Effectiveness Annual Report(s)
- Accreditation Report(s)
- inFORM Database
- Other documents as deemed necessary (e.g., Research Studies, Scholarly Reports; White Papers)

Additional College Plans

Listed below are specific operational plans which are subsequently informed by and integrate with the Strategic Plan.

- Basic Skills Plan
- Economic and Workforce Development Plan
- Enrollment Management Plan
- Student Equity Plan
- Student Success Support Program Plan
- Technology Plan
- Perkins IV Plan
- Strong Workforce Plan

College Resource Allocation Process

Annually, the college prioritizes resource requests using information and data, as identified in the Strategic Plan, program review, or administrative review documents. The information that feed these source planning documents is provided by those most in touch with the need e.g., faculty. Resource requests are categorized by 1) equipment; 2) technology; 3) personnel; 4) facilities; and 5) other; thereby covering every potential request type. Once college-wide priorities are determined, funding is applied to requests, primarily in order of priority.

Decision-Making Process for Resource Allocation

Currently, resource requests undergo four levels of prioritization before they are approved and funds are allocated:

- 1) **Level 1** – All submitted resource requests are tabulated by the Research Department and sent by the branch (Instruction, Student Services and Administrative Services) vice president to their respective division/department administrators for review and prioritization at the division/department level. . Division/department administrators then coordinate with appropriate faculty/staff to rank the needs of their unit. Once finalized, the prioritized requests are sent back to the branch vice president.
- 2) **Level 2** – Prioritization on the branch level is completed by the vice president of each branch. Each branch vice president works with their division/department administrators to prioritize their requests by the five categories. Once finalized, the three sets of branch requests are sent to the College Resource Committee (CRC).
- 3) **Level 3** – CRC sends all applicable requests to the Technology Committee and the Safety and Facilities Committee for review and feedback prior to prioritizing these request type.
- 4) **Level 4** – College wide prioritization is completed by CRC. After conducting its review, CRC prepares a finalized list of all requests by the five resource categories.
- 5) **Approval Process** - The CRC Chair submits the ranked resource requests to the Planning and Budget Steering Committee (PBSC) and re-caps the process followed, together with any suggestions for process improvement.
 - PBSC's role within resource allocation is to review that the allocation process was followed according to our stated governance procedures and to recommend any changes to the process, if needed.

Once PBSC reviews and endorses the college wide prioritized resource requests, these requests together with recommended process changes are forwarded to Consultation Council. After review Consultation Council recommends resource funding priorities and possible process changes to the College President. The College President reviews priorities and funding with his Executive Team and provides a decision regarding funding levels applied to prioritized requests. This decision is made once all final budget information is known.

Off-cycle, Non-personnel, Requests

Resource needs that are identified after the resource allocation deadline can be submitted as an 'off cycle request'. For a resource request to fit this criteria, there must be a valid reason why the resource need was unknown at the time of the submission deadline, if a valid reason is not provided, the request will not be considered. The need will be submitted to the appropriate Vice President for review and, if appropriate, said Vice President will discuss with the Presidents Executive Team to ensure a consistent standard is applied. If the Presidents Executive Team agrees the criteria for submission is achieved, the request, with justification, will be brought to Consultation Council for review.

Off-cycle personnel requests (specialized grant; categorical, or general fund). After the President's Executive Team reviews position need and justification, it will be brought to Consultation Council by the respective Vice President for review prior to President's decision.

Saddleback College Resource Allocation Process Model

Most of the information on this Model has been taken from the Resource Allocation Process submitted to CC on 11/17/2015.

The Resource Allocation Process is for **NEW** college resource requests only. **Resource requests are prioritized to allocate funds for the next fiscal year.**

The requests are divided into five types of categories:

Request Type – Description/Stipulation

1. **Equipment** – Tangible property with a useful life of more than one year. Does **NOT** include furniture.
Request amount must be over \$500 per item.
2. **Technology** – All technology equipment. **Excludes individual** laptop/iPad/printers, these requests are not supported by College Resource Committee (CRC). New labs must follow IT lab request process for approval.
Request amount must be over \$500 per item.
3. **Personnel** – All **permanent** classified, and management positions (not faculty) to include grant and categorically funded.
To calculate cost, use 'employee cost worksheet'; which can be found on District Business Services SharePoint site, under Accounting, Accounting Forms, FS 325 Employee Cost Worksheet.
4. **Facilities** – Any facilities request \$400,000 or above will be handled outside of the CRC process and addressed as a scheduled maintenance or major capital project. **Includes all furniture.**
Request amount between \$1,000 and \$399,999.
5. **Other** – All other types of requests that do not fit categories 1-4 above. Like items can be bundled.
Indicate **one-time** or **ongoing**.
Request amount must be over \$1,000.

Acronyms

AUR – Administrative Unit Review

CC – Consultation Council

CRC – College Resource Committee

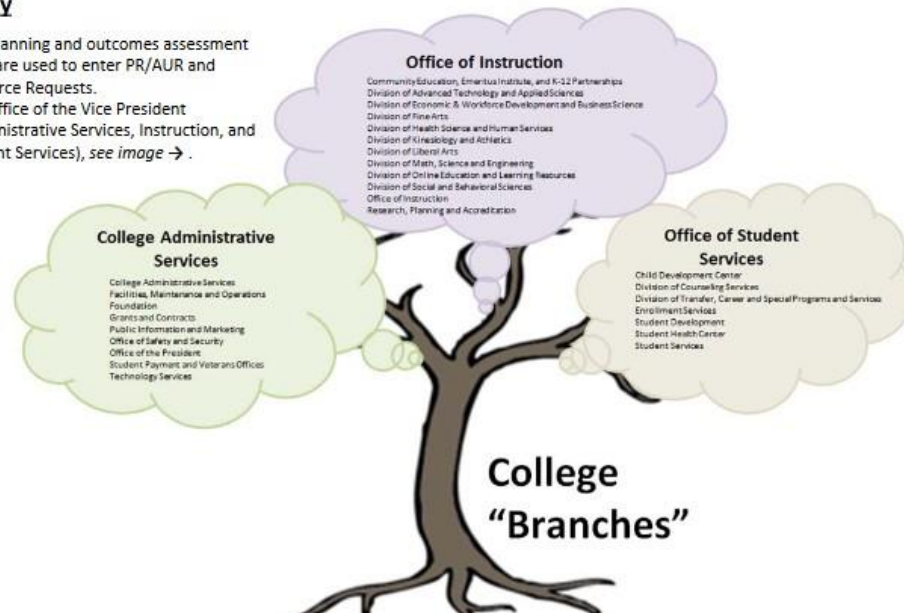
PBSC – Planning and Budget Steering Committee

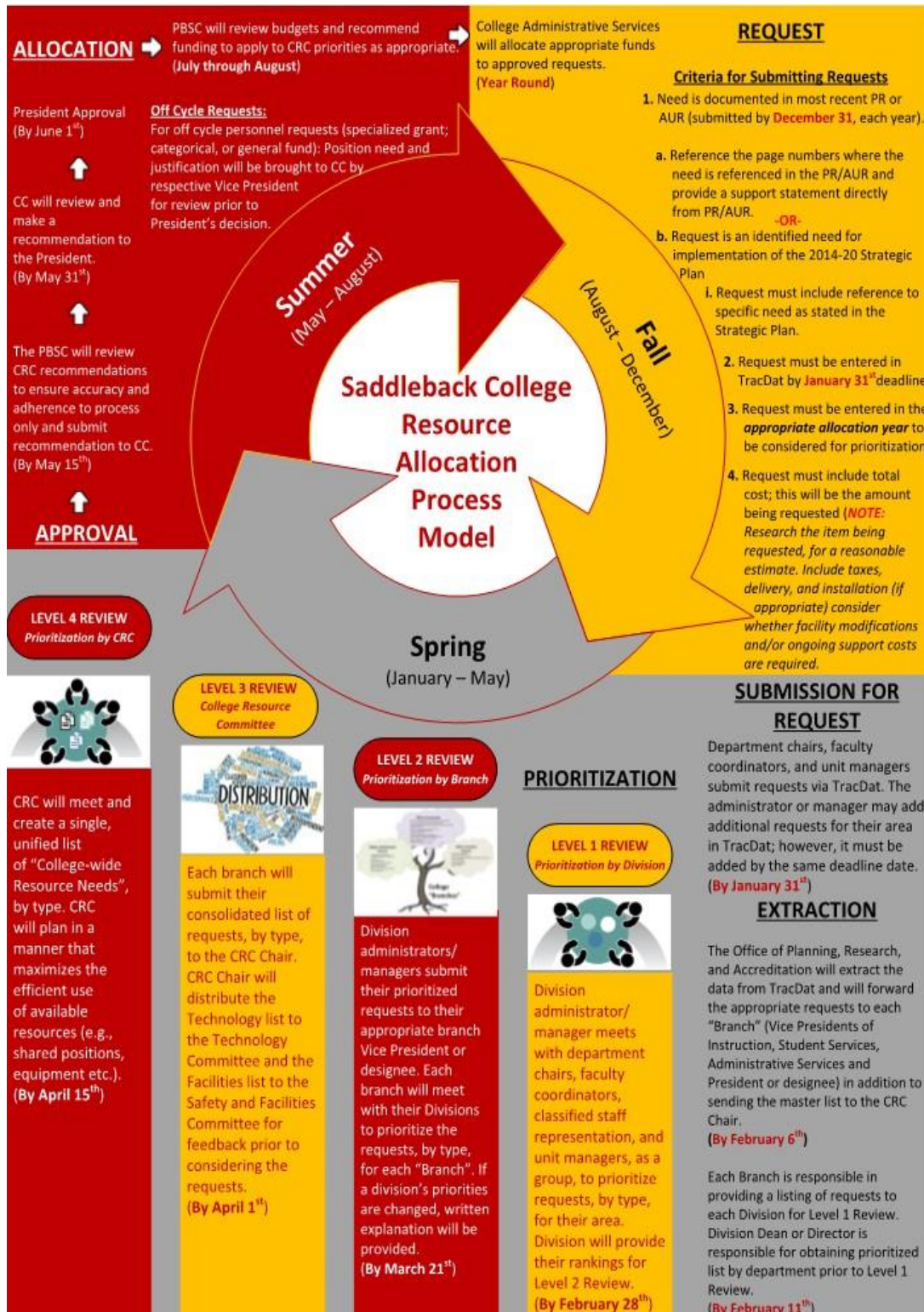
PR – Program Review

Terminology

TracDat – The planning and outcomes assessment software used to enter PR/AUR and Resource Requests.

Branch – The Office of the Vice President (Administrative Services, Instruction, and Student Services), see image → .





Appendix A: Strategic Planning Work Groups – Focus and Composition

The Strategic Planning Groups (SPWGs) are the strategic planning bodies responsible for developing recommended goals and strategies. Below is the area of focus for each SPWG and their proposed composition. Given the importance of this work and the need for as much representation as possible, an individual can only serve on one of these groups. The chairs of each SPWG will be determined by its membership, and need to commit to serving in this capacity for three years (or through one strategic planning cycle).

Goal I- Campus Climate

Area of Focus	Proposed Composition
<ul style="list-style-type: none"> • District Climate • Campus Climate • District and Campus Climate • Mutual Respect • Collegiality • Innovation • Professional Development 	<ul style="list-style-type: none"> • Marketing & Communications Director (chair) • Representation from Deans • Representation from Classified Staff • Representation from Faculty • Representation from Management

Goal II – Student Success

Area of Focus	Proposed Leadership
<ul style="list-style-type: none"> • Matriculation • Retention • Persistence • Course Completion • Degree and Certificate Attainment • Enrollment Services • Counseling Services • Transfer • Student Life • Equity and Diversity • Tutoring • Student Support • Safety • Emergency Planning and Preparedness • Student Health • Special Programs • Food and Beverage • Bookstore 	<ul style="list-style-type: none"> • Dean of Counseling (chair) • Representation from Deans • Representation from Classified Staff • Representation from Faculty • Representation from Management

Goal III- Economic and Workforce Development

Area of Focus	Proposed Leadership
<ul style="list-style-type: none"> • Outreach and Recruitment • Foundation • Alumni (Students, Faculty and Staff) • Community Education • Campus and Community Events • Government Affairs • Public Relations 	<ul style="list-style-type: none"> • Director of Economic and Workforce Development (chair) • Representation from Deans • Representation from Classified Staff • Representation from Faculty • Representation from Management

Goal IV- Financial Resources and Effectiveness

Area of Focus	Proposed Leadership
<ul style="list-style-type: none"> • New Facilities • Scheduled Maintenance • Maintenance • Custodial • Grounds • Parking • Energy and Sustainability • Equipment • Technology • Transportation • Campus Beautification • Ergonomics 	<ul style="list-style-type: none"> • Director of Fiscal and Administrative Services (chair) • Representation from Deans • Representation from Classified Staff • Representation from Faculty • Representation from Management

Appendix B:

Governance Groups, Councils, Committees, and Workgroups

Constituency Groups

Academic Senate
CSEA
Classified Senate
Associated Student Government

Strategic Planning Groups

Goal I- Campus Climate
Goal II- Student Success
Goal III- Economic & Workforce Development
Goal IV- Financial Resources & Effectiveness

College Committees

Associate Faculty Support
Basic Skills Initiative
Bookstore
Career Technical Education
College Foundation Support
College Resource
Consultation Council
Drug and Alcohol Prevention/Intervention
Educational Planning and Assessment
Food and Beverage
Foundation Board
High School Partnership Council
Hiring Committees
Marketing and Communications
Outreach
Parking
Planning and Budget Steering
Safety and Facilities
Student Success and Support Program (SSSP)
Student Success Coordinating Committee
Study Abroad
Technology

Academic Senate Committees

Academic Appeals
Academic Senate
Academic Senate Elections
Accreditation
Curriculum
Distance/Online Education
Division Tenure Review
Equity and Diversity
Faculty Development/Flex Activities
Faculty Development/Funding

Academic Senate Committees (continued)

Full-time Faculty Hiring Prioritization
 General Education
 Honors Board
 Student Equity Plan Core Team
 Women and Gender Studies Advisory

Academic Senate Executive Committee

Accreditation
 Curriculum
 Distance/Online Education
 Division Tenure Review
 Equity & Diversity
 Faculty Development/FLEX Activities
 Faculty Development/Funding
 Full-Time Faculty Hiring Prioritization
 General Education
 Honors Board
 Student Equity Plan Core Team
 Women and Gender Studies Advisory

Associated Student Government

Budget
 Diversity Student Council Elections
 Events Cabinet
 Inter-Club Council (ICC) Judiciary
 Leadership Council Senate Other clubs as determined each fall

Classified Senate Committees

Classified Senate
 Classified Development Day Committee
 Classified Employee of the Year Committee
 Events Coordinator and Planning/Fundraising Committee
 New Employee Welcome Manual Committee
 Scholarship Committee
 Staff Development Funding Committee

District-wide Committees

Academic Calendar
 Basic Aid Allocation Recommendation
 Benefits
 Board Policy and Administrative Regulation Advisory Council
 Capital Improvement
 Chancellor's Council
 District Online Education Council
 District Resources Allocation Council
 District Technology
 District-Wide Planning Council
 Online Education Council
 Sabbatical Leave

Note:

In addition to the above committees, there are division and departmental committees, advisory groups for CTE, student services and grants programs.

Appendix C: SWOT Analysis Form

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • List the strengths of the college. • What do we do well? • What are our assets? 	<ul style="list-style-type: none"> • List the weaknesses of the college. • What can we do better? • What are we lacking?
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • List external opportunities. • What are the current needs of our students and our community? • What are the economic and other external trends that benefit us? • What essential programs are lacking in other colleges? 	<ul style="list-style-type: none"> • List external threats. • What are the economic and other external trends that negatively affect us? • What are other colleges doing better than us?

Appendix D: Strategic Planning Goals and Strategies Form

GOALS AND STRATEGIES
Name of the Strategic Planning Group _____

STRATEGIC DIRECTION: _____

GOAL: _____

STRATEGIES (Please include the target date in chronological order and identify the responsible person/group for each activity)	TARGET DATE	RESPONSIBLE PERSON/GROUP	ESTIMATED BUDGET	EXPECTED OUTCOME	METHOD OF ASSESSMENT	STATUS

Appendix E: Strategic Planning Process Flow Chart



Appendix F: Resource Allocation Request Form with Instructions

Resource Requests Fields:

Please complete all fields on the form. If the field does not apply to your request, please enter "N/A".
Use the questions below as a guide when completing the form.

Notice that the **Objective Name** and **Objective**, are automatically entered on the form.

Objective Name:	<input type="text" value="Auto Fill"/>
Objective:	<input type="text" value="Auto Fill"/>
Brief Description: *	What are you requesting? Provide a specific description of the item being requested (e.g., Microscope, Software, Senior Administrative Assistant, Range 127, Step 1, Wall Partition, Consultant Agreement).
Expanded Description:	Provide more detailed description of the item being requested. Indicate where the proposed item/equipment will reside (for personnel indicate the location of the cubicle/office the person will sit).
Allocation Request Year: *	<input type="text"/> ? DO NOT USE PAST OR CURRENT FISCAL YEAR; IT SHOULD BE A FUTURE YEAR.
Request Type: *	<input type="text"/> ? *Select the appropriate category type for this request.
Requested By: *	<input type="text"/> Provide the name of the person requesting this resource. ?
One-time or Ongoing: *	<input type="text"/> ? Select if this is a one-time or ongoing expense.
Cost: *	<input type="text"/> Indicate the total amount being requested. *For Personnel refer to FS 325. ?
Anticipated Secondary Costs:	<input type="text"/> Indicate total secondary costs related to the request. ?
Explanation of Secondary Costs:	What are the secondary costs, related to your request? Secondary costs include anticipated secondary expenditures such as installation costs, warranty, facilities, etc. If resource request is funded, how will these secondary costs be funded? ?
Evidence to Support Need: *	Write a brief justification for this resource request that clearly demonstrates need based upon PR/AUR, legal mandate, safety issues, and/or accreditation. Include evidence to support the need for this request (e.g., assessment results, frequency of usage, number of students served, etc.). ?
Relevant Page #s in PR/AUR: *	<input type="text"/> List the page number(s) describing need in the most recent PR/AUR. ?
Relevant Strategic Planning Goal (if applicable):	<input type="text"/> Select the appropriate goal if applicable. ? Note: This is the only field that may be left blank if NOT Applicable.
Availability of Alternatives:	If request is not funded, are there other possible alternatives available? If yes, then list the availability of other solutions to accommodate the request. ?
Solutions Previously Attempted:	List other solutions that have been attempted to meet this need. ?
Ramifications If Request Not Funded:	List the ramifications for the program/unit if the request is not funded. ?
Support Statement from PR/AUR:	Provide a summary support statement from the most recent PR/AUR (you can cut/paste directly from PR/AUR). ?

Appendix G: Saddleback College Strategic Plan 2014-2020

SADDLEBACK COLLEGE STRATEGIC PLAN 2014-2020 GOALS, OBJECTIVES, AND YEAR ONE/TWO ACTION STEPS

PLANNING GROUP I – Campus Climate

Goal One: Saddleback College will foster an environment characterized by creativity, innovation, respectful interactions, and collaboration

Objective 1.1: Recognize and support innovative ideas that improve collaboration and respectful interactions district-wide.

Action Steps for Objective 1.1:

- 1.1.1** Identify areas of mutual collaboration and gaps in collaboration between Saddleback College and District Services.
- 1.1.2** Develop recommendations to address gaps in collaboration.
- 1.1.3** Develop recommendations to promote employee relationship building.

Objective 1.2: Improve district climate in the areas of optimism, commitment, and respectful collaboration.

Action Steps for Objective 1.2:

- 1.2.1** Work with District Services and Irvine Valley College to propose a wellness program that emphasizes nutrition, fitness, and a team approach to physical well-being.

Objective 1.3: Improve the representative process through active engagement and communication.

Action Steps for Objective 1.3:

- 1.3.1** Planning & Budget Steering Committee will deliver an updated governance manual that includes the college decision-making structure and a description of the roles of committee members and collaborative norms.

Objective 1.4: Increase professional development that potentiates employees' talents and interests.

Action Steps for Objective 1.4:

- 1.4.1.** Develop survey to get employee perceptions on professional development opportunities.
- 1.4.2** Make online staff development tools (e.g. Lynda.com) available to all Saddleback employees.

Objective 1.5: Improve training for all employees to increase college and district-wide understanding of organizational structure, resources, processes, and procedures.

Action Steps for Objective 1.5:

- 1.5.1** Identify key components of onboarding process and make recommendations for improvement.

SADDLEBACK COLLEGE STRATEGIC PLAN 2014-2020 GOALS, OBJECTIVES, AND YEAR ONE/TWO ACTION STEPS

PLANNING GROUP II –Student Success

Goal Two: Saddleback College will promote students' success by enhancing the teaching and learning environment.

Objective: 2.1 Increase student completion rates (degrees, certificates, and transfer) while preserving access, enhancing quality, and closing achievement gaps.

Action Steps for Objective 2.1:

- 2.1.1** Perform a comprehensive review of current student needs, capture rates, and achievement gaps from a student perspective for face-to-face and online instruction.
- 2.1.2** Establish and implement a plan that promotes student completion of their basic skill courses as outlined in their educational plan.
- 2.1.3** Develop and implement a comprehensive follow-up and retention plan for those students who have been identified as “at risk” and/or are on academic probation.
- 2.1.4** Support the increasing use of accelerated curriculum models for face-to-face and online instruction.
- 2.1.5** Establish institutional protocols for the use of Early Alert/Progress report.
- 2.1.6** Implement and evaluate programs of study for undeclared majors.
- 2.1.7** Institute a shared set of core values, competencies and skills for face-to-face and online instruction, focusing on basic skills pedagogy.
- 2.1.8** Identify and implement successful instructional models, such as paired courses, supplemental learning, and embedded tutoring for face-to-face and online instruction.
- 2.1.9** Conduct a feasibility study on incrementally increasing the ratio of full-time faculty to part-time faculty.

Objective: 2.2 Increase professional development opportunities, for all employees that are focused on student success outcomes.

Action Steps for Objective 2.2:

- 2.2.1** Establish a college-wide instructional Professional Development Committee that includes faculty, staff, managers, and administrators.
- 2.2.1** Support the development of a continuum of strategic professional development opportunities for all faculty, staff, and administrators to be better prepared to respond to the evolving student needs and measures of student success.
- 2.2.2** Perform a comprehensive college-wide review of existing professional development activities, resources, opportunities, and funding for student success.

Objective: 2.3 Increase opportunities for student engagement inside and outside of the classroom, evidenced by co-curricular participation, student services, and instructional support.

Action Steps for Objective 2.3:

- 2.3.1** Perform a comprehensive review of current activities at the college through which significant student engagement takes place.
- 2.3.2** Develop a plan to embed student support services into face-to-face and online instruction.
- 2.3.3** Initiate a "Peer-to-Peer Interaction" leadership program and Mentoring Program to be strategically deployed into classroom and out-of-classroom experiences.

Create opportunities for part-time faculty to participate in shared governance, department and division activities, and college-wide decision making.

SADDLEBACK COLLEGE STRATEGIC PLAN 2014-2020 GOALS, OBJECTIVES, AND YEAR ONE/TWO ACTION STEPS

PLANNING GROUP III—ECONOMIC AND WORKFORCE DEVELOPMENT

Goal 3: Saddleback College will advance economic and workforce development through regional partnerships with educational institutions and industry and by strengthening career technical education.

Objective 3.1: Formalize collaborative partnerships with the business community and regional educational institutions to support workforce development.

Action Steps for Objective 3.1:

- 3.1.1** Complete and approve EWD plan and structure.
- 3.1.2** Identify College EWD leadership who will be tasked to implement the plan.
- 3.1.3** Create EWD Advisory Committee.
- 3.1.4** Identify business entities and regional educational institutions to participate in EWD.
- 3.1.5** Identify or develop partnership models to be used in formalization of collaborations.
- 3.1.6** Develop a semi-annual business advisory roundtable event in order to develop a college and regional focus for EWD.
- 3.1.7** Work with EILC to offer entrepreneurship services to more community businesses and start-ups. Support the development of the EILC by expanding current efforts to address entrepreneurship in all CTE programs and infuse focus and awareness of small business issues throughout the curriculum.
- 3.1.8** Develop the Entrepreneurship and Innovation Learning Center (EILC) as a small business hub in south Orange County with the EILC as the base of activities. (Currently all of Orange County's small business assistance services are housed in Santa Ana and north.)

Objective 3.2: Improve alignment between workforce development offerings and regional job opportunities.

Action Steps for Objective 3.2:

- 3.2.1** Identify workforce development offerings in the region, regional job opportunities, and job opportunities that are not being met.
- 3.2.2** Identify workforce development needs based on labor market data and including State priority sectors and other industry areas.
- 3.2.3** Catalog workforce development offerings, including educational collaborations and partnerships.
- 3.2.4** Inventory all CTE programs and certificates to determine:
 - Number of programs/completers in target occupations
 - Number of programs /completers in OC priority, emergent, and cross-cutting sectors
 - Whether articulated courses offered in the high schools and ROPs are part of structured certificate or degree programs
- 3.2.5** Study and propose alternatives for aligning courses and programs from different divisions to improve efficiency and student success of CTE programs.
- 3.2.6** Develop a proposed pipeline of programs and/or certificates in target occupations or priority/emergent/crosscutting sectors.

SADDLEBACK COLLEGE STRATEGIC PLAN 2014-2020 GOALS, OBJECTIVES, AND YEAR ONE/TWO ACTION STEPS

Objective 3.3: Establish a training/education delivery structure (infrastructure) that will work in collaboration with industry to identify training needs, develop customized curriculum, and provide workforce training that is current, relevant and future oriented for at least one State sector.

Action Steps for Objective 3.3:

- 3.3.1** As part of the economic and workforce development plan based on the findings of external scans and analysis of existing and future resources, propose a College EWD infrastructure for training/education delivery for workforce development.
- 3.3.2** Develop a dialog among College constituencies or stakeholders on ideal program mix and feasible program mix.
- 3.3.3** Develop a 5-year business plan for a development of a sustainable, self-supporting, revenue-generating Contract Education program.
- 3.3.4** Initiate changes in curriculum development processes to shorten response time for creating new programs or modifying existing ones. Research, plan, and implement a process whereby Tech Review is held more than once a year.
- 3.3.5** Provide professional development for instructors on supporting experiential learning; and increase work experiences integrated into CTE programs.

Objective 3.4: Improve the college collaborative work experience programs by developing employer partnerships and increasing placements of Saddleback students in internships.

Action Steps for Objective 3.4:

- 3.4.1** Identify and assemble a list of current CWE partners.
- 3.4.2** Expand Gaucho Jobs to be used as a one-stop shop for business contacts, employers, career/job events, and job and internship postings.
- 3.4.3** Provide professional development to all faculty to create awareness of their roles in the career development process.
- 3.4.4** Develop and implement an information dissemination plan to reach employers (non-partners, partners and future partners) with the goal of engaging them in provision of internships for Saddleback students.

SADDLEBACK COLLEGE STRATEGIC PLAN 2014-2020 GOALS, OBJECTIVES, AND YEAR ONE/TWO ACTION STEPS

PLANNING GROUP IV- FINANCIAL RESOURCES AND EFFECTIVENESS

Goal 4: Saddleback College will strengthen long-term financial health and institutional effectiveness through integrated planning and resource allocation.

Objective 4.1: Systematically assess the effectiveness of planning and resource allocation district-wide.

Action Steps for Objective 4.1:

- 4.1.1** Refine the college process to ensure verified and consistent data and verifiable assessment outcomes are used to substantiate resource allocation.
- 4.1.1.** Assess the college's views of the resource allocation processes, District-wide.

Objective 4.2: Improve processes and procedures for efficiency, effectiveness, and responsiveness district-wide.

Action Steps for Objective 4.2:


- 4.2.1** District Services, with college input, will assess, revise, document, and implement District-wide business processes (e.g. HR, Fiscal, Purchasing, Contracts) with a goal of efficiency, effectiveness, and responsiveness.
- 4.2.2** The College will assess, revise, document, and utilize college processes to ensure compatibility with, and feed into, new district processes, with the goal of efficiency, effectiveness, and responsiveness.

Objective 4.3: Develop and initiate multi-year financial planning.

Action Steps for Objective 4.3:

- 4.3.1** Develop and implement a college comprehensive multi-year Enrollment Management Plan to include all aspects of Instruction and Student Services.
- 4.3.2** Support District Service in the development of and adopt a district-wide multi-year revenue and expenditure budget planning tool.
- 4.3.3.a** Research appropriate ratios of salaries and benefits by area (Instruction, Student Services, Administrative Services).
- 4.3.3.b** Benchmark percentage of salary and benefits in Instruction, Student Services, and Administrative Services.
- 4.3.3.c** Set target percentage of salary and benefits for each Office of Instruction, Student Services, and Administrative Services.
- 4.3.3.d** Achieve previously set targets for percentage of salary and benefits for each Office of Instruction, Student Services, and Administrative Services.
- 4.3.4** Develop a culture of philanthropy as evidenced by a doubling of overall donations.

APPENDIX H: Committee One-Sheet for New/Modified Committee Review by PBSC

	<h3 style="margin: 0;">COMMITTEE NAME</h3>
<p>Purpose of the Committee:</p> <p>Describe purpose of the committee and member responsibilities.</p>	
<p>Meets:</p> <p>Describe frequency of meetings, weekly, monthly, etc.</p>	
<p>Chair/s:</p> <p>List Position of Committee Chair, e.g., Vice President for Instruction</p> <p>Members:</p> <p>List Committee Members by position title/representation group, location, number of reps. Total</p> <p>Examples:</p> <ul style="list-style-type: none"> Director, Research, Planning, and Accreditation 2 Academic Senate Representatives <li style="padding-left: 40px;">CSEA Representative (first classified representative position. Number of members must equal or exceed the number of Classified Senate representatives.) Classified Representative Administrator/Manager 	
<p>Reporting/Recommending Responsibilities:</p> <p>Describe individuals or groups to whom the committee makes recommendations.</p>	
<p>SharePoint Site:</p> <p>Provide a link to the SharePoint site or website.</p>	
<p>Decision-Making Process:</p> <p>Provide an outline of decision-making process, including steps to reach consensus or agreement and how to resolve impasse solutions.</p>	
<p>Communication Process:</p> <p>Describe all means of communications including website/SharePoint feedback to constituent groups, and others.</p>	

APPENDIX I: Faculty Interest Form for Gathering Faculty Interests and Annual Review of College Committees



Saddleback College Academic Senate Committee Interest Form 2016-2017

Name: Division: Date:

Please Note: All faculty serving on committees (except for Faculty Association) must be approved by the Academic Senate. Some committee assignments are by Senate appointment only. You may request to be on one of those committees but the Academic Senate makes the appointment.

Some committees are Task Forces and/or Ad Hoc which convene for a specific project and a limited time period. These types of committees may not meet the entire portion of the required 16.6 hours for contractual committee assignments. Check box below to denote committee interest; select the day of the week that you would prefer to participate.

College Committees	Preferred Day	Strategic Planning Groups**	Academic Senate Committees	Preferred Day	District Committees++	Preferred Day
<input type="checkbox"/> Associate Faculty Support	<input type="text" value="Select"/>	<input type="checkbox"/> Campus Climate:	<input type="checkbox"/> Academic Appeals	<input type="text" value="Select"/>	<input type="checkbox"/> Academic Calendar++	<input type="text" value="Select"/>
<input type="checkbox"/> Bookstore	<input type="text" value="Select"/>	Goal I	<input type="checkbox"/> Academic Senate ++	<input type="text" value="Select"/>	<input type="checkbox"/> Basic Aid Allocation Recommendation	<input type="text" value="Select"/>
<input type="checkbox"/> Career Technical Education	<input type="text" value="Select"/>	<input type="checkbox"/> Student Success:	<input type="checkbox"/> Academic Senate Elections	<input type="text" value="Select"/>	<input type="checkbox"/> Benefits	<input type="text" value="Select"/>
<input type="checkbox"/> College Foundation Support	<input type="text" value="Select"/>	Goal II	<input type="checkbox"/> Accreditation**	<input type="text" value="Select"/>	<input type="checkbox"/> Board Policy & Admin. Regulation	<input type="text" value="Select"/>
<input type="checkbox"/> Consultation Council ++	<input type="text" value="Select"/>	<input type="checkbox"/> Economic & Workforce	<input type="checkbox"/> Basic Skills Initiative	<input type="text" value="Select"/>	Advisory++	<input type="text" value="Select"/>
<input type="checkbox"/> College Resource	<input type="text" value="Select"/>	Development:	<input type="checkbox"/> Curriculum++	<input type="text" value="Select"/>	<input type="checkbox"/> Capital Improvement++	<input type="text" value="Select"/>
<input type="checkbox"/> Drug & Alcohol Prevent./Interv.	<input type="text" value="Select"/>	Goal III	<input type="checkbox"/> Distance Education	<input type="text" value="Select"/>	<input type="checkbox"/> District Online Education Council++	<input type="text" value="Select"/>
<input type="checkbox"/> Food & Beverage	<input type="text" value="Select"/>	<input type="checkbox"/> Financial Resources &	<input type="checkbox"/> Equity and Diversity	<input type="text" value="Select"/>	<input type="checkbox"/> District Resources Allocation Council++	<input type="text" value="Select"/>
<input type="checkbox"/> High School Partnership Council	<input type="text" value="Select"/>	Effectiveness:	<input type="checkbox"/> Faculty Development/Flex Activities	<input type="text" value="Select"/>	<input type="checkbox"/> District Technology Committee++	<input type="text" value="Select"/>
<input type="checkbox"/> Marketing and Communications	<input type="text" value="Select"/>	Goal IV	<input type="checkbox"/> Faculty Development Funding	<input type="text" value="Select"/>	<input type="checkbox"/> District-wide Planning Council++	<input type="text" value="Select"/>
<input type="checkbox"/> Outreach	<input type="text" value="Select"/>		<input type="checkbox"/> Full-time Faculty Hiring	<input type="text" value="Select"/>	<input type="checkbox"/> Online Educational Council++	<input type="text" value="Select"/>
<input type="checkbox"/> Parking	<input type="text" value="Select"/>		Prioritization**++	<input type="text" value="Select"/>	<input type="checkbox"/> Sabbatical Leave++	<input type="text" value="Select"/>
<input type="checkbox"/> Planning and Budget Steering++	<input type="text" value="Select"/>		<input type="checkbox"/> General Education++	<input type="text" value="Select"/>		
<input type="checkbox"/> Safety & Facilities	<input type="text" value="Select"/>		<input type="checkbox"/> Honors Board	<input type="text" value="Select"/>		
<input type="checkbox"/> Student Success & Support Program	<input type="text" value="Select"/>		<input type="checkbox"/> Online Education	<input type="text" value="Select"/>		
<input type="checkbox"/> Student Equity Plan Core Team	<input type="text" value="Select"/>		<input type="checkbox"/> Women & Gender Studies Advisory**	<input type="text" value="Select"/>		
<input type="checkbox"/> Student Success Coordinating	<input type="text" value="Select"/>		<input type="checkbox"/> Study Abroad	<input type="text" value="Select"/>		
<input type="checkbox"/> Technology++	<input type="text" value="Select"/>		<input type="checkbox"/> Academic Calendar	<input type="text" value="Select"/>		
<input type="checkbox"/> Educational Planning & Assessment	<input type="text" value="Select"/>					

**These Task Forces meet "AS NEEDED" and might only fulfill a portion of the required 16.6 committee hour commitment.

++These committees may have limited membership based on a need to meet equitable representation amongst the shared governance groups.

You may bring this completed form with you to your In-Service Division Meeting, but this year, forms should be submitted electronically. If you experience problems, please contact jklein26@saddleback.edu.

SUBMIT THIS FORM

**STANDING
COMMITTEE
(COUNCIL)****PURPOSE****ACADEMIC SENATE**

The Saddleback College Academic Senate is a representative body, with each instructional area receiving a senator for every ten full-time faculty members or portion thereof, to a maximum of four. Members of Academic Senate are represented on the college's strategic planning committees and consultation council. Academic Senate has a right to participating effectively in decision-making and planning-related efforts toward academic and professional matters (Title 5, California Code of Regulations, Section 53203). The Academic Senate's primary function is to make recommendations with respect to academic and professional matters as it relates, in particular to the following areas:

1. Curriculum, including establishing prerequisites and places courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards or policies regarding student preparation and success;
6. District and college governance structures, as related to faculty roles;
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports;
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development;
11. Other academic and professional matters as mutually agreed upon.

According to Education Code, the Academic Senate is also responsible for jointly developing with the District policies and procedures related to faculty hiring (section 87360B) and administrative retreat rights (section 87458A).

MEMBERSHIP

Senate President Senate
 President Elect Senate
 Past President
 Senate Vice-President (x2)
 Secretary
 33 Senators
 1 Faculty Association Representative
 1 Classified Senate Representative
 1 Associated Student Government Representative

MEETING TIME

The Academic Senate and the Academic Senate Executive team meet bi-weekly (on opposite weeks).

**STANDING
COMMITTEE
(COUNCIL)****PURPOSE****ASSOCIATED STUDENT GOVERNMENT (ASG)**

The Associated Student Government (ASG) plans, organizes, promotes, sponsors and finances a comprehensive program of activities and services for all Saddleback College students. ASG, along with numerous campus clubs, participate in the planning and execution of special events such as: Blood Drives, Club Fairs, Homecoming, Earth Day, Multicultural Day, campus-wide barbecues and many more events. ASG members are also actively involved in various campus committees such as the Budget Committee, Food and Beverage Committee, and President's Council. Members of ASG sit on planning committees such as Consultation Council so that students' voices can be represented through the planning process. Board policy 5627 (Student Participation and Governance) and Title 5, 51023.7 define students' right to participate in community college governance.

The Associated Student Government's (ASG) primary purpose is to effectively represent the student voice on campus. ASG also plans, organizes, promotes, sponsors and finances a comprehensive program of activities and services for all Saddleback College students; ASG oversees campus clubs as well.

MEMBERSHIP

ASG President

ASG Vice President

ASG Chief Justice (Chair of the Judiciary Committee) Director of Human Resources and Volunteering Director of Division Affairs and Services

Director of Events (Chair of the Events Committee)

Director of Budget and Finance (Chair of the Budget Committee)

Director of Student Clubs and Organizations (Chair of the Inter Club Council)

Director of Publicity (Chair of the Publicity Committee)

Director of Veterans Affairs and Resources (Chair of the Veterans Student Council)

Director of International Students and Diversity (Chair of the International and Diverse Student Council)

Director of Honors, Transfer and Career Technical Education (Chair of the Honors Student Council)

The Administrative Coordinator for Judiciary and Budget Committee

The Administrative Coordinator for Events Committee

The Administrative Coordinator for Publicity Committee

The Administrative Coordinator for Inter-Club Council

The Administrative Coordinator for Veterans Student Council

The Administrative Coordinator for International and Diversity Student Council

The Administrative Coordinator for Honors Student Council

The Officer of Finance for Events Cabinet

**MEMBERSHIP
(CONT'D)****ASSOCIATED STUDENT GOVERNMENT (ASG) (CONT'D)**

The Officer of Finance for Inter-Club Council
 The Officer of Finance for Veterans Student Council
 The Officer of Finance for International and Diversity Student Council
 The Officer of Finance for Honors Student Council
 The Event Coordinator for Judiciary Committee
 The Event Coordinator for Budget Committee
 The Event Coordinator for Events Committee
 The Event Coordinator for Inter-Club Council
 The Event Coordinator for Veterans Student Council
 The Event Coordinator for International and Diversity Student Council
 The Event Coordinator for Honors Student Council
 The Officer of Graphic Design
 The Officer of Art Design
 The Officer of Social Media Historian

ASG Committees: Budget Committee, Judiciary Committee, Events Committee, Publicity Committee, Board of Directors. ASG Councils: Inter-Club Council, Honors Student Council, Veterans Student Council, International and Diversity Student Council

MEETING TIMES

Each ASG committee/council meets at least once a week. Reference the ASG website for specific meeting times or contact the Student Development office.

**STANDING
COMMITTEE
(COUNCIL)****CLASSIFIED SENATE**

The Classified Senate represents the classified employees of Saddleback College with regard to governance and decision-making, and on matters that are not related to collective bargaining and contract negotiations (BP-4056) including wages, hours, and other terms and conditions of employment.

PURPOSE

The purpose of Classified Senate is to support the professionalism of all classified professionals, to encourage individual leadership, contribution, and development among the members of the Classified Senate, to provide informed member representatives to serve on the college and district decision-making committees, to provide a centralized method of communication among classified professionals, and between classified professionals, and other college and district constituencies, and to represent the collective interests of classified professionals in all matters before any appropriate policy-making committee. (Classified Senate By-Laws)

MEMBERSHIP

Classified Senate is made up of Senators and the Executive Board. Each administrative unit service area shall select one senator per every ten permanent classified professionals. Senators shall attend and actively participate in all General Classified Senate meetings. The Classified Senate Executive Board consists elected officials voted in by Senators:

President
1st Vice President
2nd Vice President
Secretary Treasurer
Members At Large (2)
Event Coordinator
Webmaster

MEETING TIME

Classified Senate meets Bi-Monthly – posted schedule available on the [Classified Senate Website](#)

**STANDING
COMMITTEE
(COUNCIL)****PURPOSE****CONSULTATION COUNCIL**

The Consultation Council serves as the college's main strategic planning and recommending body. The Consultation Council is composed of representatives from all college constituent groups. Members commit to serving on the Consultation Council for a two-year period. The council is highly engaged in the college's five-year strategic planning process in the following areas:

- Determines strategic directions for the college in the planning cycle
- Prioritizes strategic goals for strategic planning groups in the planning cycle
- Participates in the annual assessment of strategic planning process and related outcomes
- Recommends, approves and amends actions made from the Planning, Budget and Steering Committee (PBSC)
- Serves as final approving body for the college's resource allocation process
- and ensures that resource planning maximizes the efficient use of available funds

MEMBERSHIP

College President (Chair; non-voting)
 Academic Senate President
 Vice President for Instruction
 Vice President for Student Services
 Vice President for College Administrative Services
 Additional Academic Senate representatives
 CSEA appointments
 Classified Senate President or designee
 Additional Classified Senate representative
 ASG President
 Additional ASG representative
 2 Deans
 Director of Planning, Research and Accreditation
 Director of Marketing and Communications
 Additional Classified Management representative

MEETING TIME

Consultation Council meets bi-weekly

**STANDING
COMMITTEE
(COUNCIL)****PURPOSE****MEMBERSHIP****MEETING TIME****COLLEGE RESOURCE COMMITTEE (CRC)**

The primary purpose of the CRC is to prioritize college-wide resource requests in an equitable, fair and impartial manner. Members will make decisions that best serve the college as a whole. CRC recommendations are presented to the Planning and Budget Steering Committee and Consultation Council for review before being sent to the College President.

Vice President for Administrative Services (Chair)
Vice President for Instruction
Vice President for Student Services
2 Academic Senate Representatives
1 CSEA Representative
1 Classified Senate Representative

CRC meets only in the spring semester with flexible meeting times (as needed).

**STANDING
COMMITTEE
(COUNCIL)****PURPOSE****EDUCATIONAL PLANNING AND ASSESSMENT COMMITTEE (EPA)**

The Educational Planning and Assessment Committee (EPA) oversees the college's efforts to engage in an ongoing quest for quality improvement, and to document how well we fulfill our mission and goals by employing a comprehensive system of planning and outcomes assessment in all programs, student support units, and administrative service units on campus. The three components of Educational Planning and Assessment (EPA) are program review/administrative unit review, student learning outcomes/administrative unit outcomes, and curriculum. EPA oversees the coordination of Student Learning Outcomes (SLOs), Administrative Unit Outcomes (AUOs), Program Review (PR), and Administrative Unit Review (AUR), and assists in the integration of these efforts with strategic planning and other decision-making processes at the college.

MEMBERSHIP

EPA Coordinator (Co-Chair; Faculty)
 Director of Planning, Research and Accreditation (Co-Chair) PR/AUR
 Coordinator (Faculty)
 SLO/AUO Coordinator (Faculty)
 Assistant Vice President of Institutional Effectiveness
 1 Research Analyst
 1 Curriculum Specialist
 1 Manager
 1 Dean
 4 Additional Faculty

MEETING TIME

EPA meets bi-weekly and the EPA Team meets bi-weekly (opposite weeks).

**STANDING
COMMITTEE
(COUNCIL)****PURPOSE****MEMBERSHIP****MEETING TIME****MANAGEMENT TEAM**

Meetings are led by the college president and provide an opportunity to discuss issues pertinent to college decision-makers and supervisors, including accreditation, strategic planning, budget, and governance. The scope of administrators and managers in making decisions is determined by the scope of responsibility and authority delegated to them in job descriptions for administrator and manager positions (SOCCCD District-wide Planning and Decision-Making Manual 2015-2020).

College President (Chair)
 Vice President for Instruction
 Vice President for Student Services
 Vice President for Administrative Services
 Assistant Vice President for Institutional Effectiveness
 Assistant Dean of Health Sciences and Human Services
 Dean of Advanced Technology and Applied Science
 Dean of Econ. and Workforce Dev., Business Science
 Dean of Com. Ed., Emeritus Institute & K-12 Partnerships
 Dean of Counseling Services
 Dean of Enrollment Services
 Dean of Fine Arts and Media Technology
 Dean of Health Sciences and Human Services
 Dean of Kinesiology and Athletics
 Dean of Liberal Arts
 Dean of Mathematics, Science and Engineering
 Dean of Online Education and Learning Resources
 Dean of Social and Behavioral Sciences
 Dean of Transfer, Career, and Special Programs
 Assistant Athletic Director
 Assistant Director of Facilities-Capital Outlay Projects
 Assistant Director of Facilities
 Director of Annual Giving and Development
 Director Audience Development
 Director of Child Development Center
 Director of College Broadcast Services
 Director of Economic and Workforce Development
 Director of Emeritus Institute
 Director of Facilities
 Director of Financial Assistance and Scholarships

**STANDING
COMMITTEE
(COUNCIL)****PURPOSE****PLANNING AND BUDGET STEERING COMMITTEE (PBSC)**

Coordinates the college's integrated planning and institutional effectiveness efforts, including strategic planning, resource allocation processes, and annual institutional effectiveness reporting. This committee will make recommendations to the Consultation Council and may make recommendations to constituency groups when appropriate. All decisions are made by consensus to ensure all stakeholder interests are represented.

Review, oversee, recommend, evaluate, and/or communicate :

1. Strategic planning documents and related action steps, including targets and objective measures.
2. College and districtwide planning (e.g., Educational Planning and Assessment, and Student Success Coordinating Committee)
3. Institutional effectiveness metrics for the Institutional Effectiveness Annual Report (IEAR)
4. Program Review (PR) and Administrative Unit Reviews (AUR) information to inform planning and resource allocation.
5. Improvements to the resource allocation process on an annual basis.
6. Review and discuss budget information with regard to integrated planning and resource allocation.

MEMBERSHIP

- Director of Planning, Research and Accreditation (Co-Chair)
- Vice President for Administrative Services or designee (Co-Chair)
- Vice President for Instruction or designee
- Vice President for Student Services or designee
- 1 Instructional Dean
- EPA Faculty Co-Chair
- 2 Academic Senate Representatives
- 1 CSEA Representative
- 1 Classified Senate Representative
- 1 Associated Student Government Representative (advisory vote, not needed for quorum)

Resource Members

- Assistant Vice President for Institutional Effectiveness
- Strategic Planning Group 1 Chair
- Strategic Planning Group 2 Chair
- Strategic Planning Group 3 Chair
- Strategic Planning Group 4 Chair

MEETING TIME

Bi-weekly